

**Appendix G: Internship Field-based Activities Summary Report and Validation****Lamar University – M.Ed. in Educational Technology Leadership****Internship Field-based Activities Summary Report and Validation**

Directions: This Internship Field-based Activities Summary Report is for your use as a planning worksheet. Post this report to your e-Portfolio wiki/blog/Google site monthly to document completion of your activities.

As you plan your campus- or district-supervised Internship hours, do the following:

- Include at least one campus- or district-supervised activity under each of the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards.
- Make sure your campus- or district-supervised activities total a minimum of 100 hours as specified in the eight Technology Standards.
- Follow the guidelines on page 37 to reflect on each completed activity.

Your site mentor will validate the hours earned at the end of your Internship. All hours must be completed before you enroll in the Internship course, EDLD 5388/5370 \*Please note that course number changes in Fall 2010\*.

Once complete:

- PDF the Validated Summary Report. This report must be signed by your site mentor.
- Create a new page on your wiki, titled “ Completed Internship Field-based Activities Summary Report”
- Post the completed Internship Field-based Activities Summary Report to your wiki.

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard I. Technology Operations and Concepts	TF- I.A	<u>Star Board Training and Technical Support</u> - provide teacher training with on-going support to assist with proper usage and also provide on-going support for the ACE program.	05/01/11  District Technology Department	30 hours
		Reflection: <u>Self Assessment:</u> According to Standard I. Technology Operations and Concepts TF- I.A, I provided teacher training with on-going support to assist with proper usage and also provided on-going support for the ACE program. I held a Star Board Training on our campus for our teachers. I worked closely with the Director of Performance Management and Instructional Technology to create a technology in-service training that could assist our teachers in learning tools and ongoing collaborative usage for the interactive Star Boards. ISTE’s Technology Facilitation and Leadership Standards states that we should “assist teachers in the ongoing development of knowledge, skills,		

and understanding of technology systems, resources, and services that are aligned with district and state technology plans (TF-I.A.1.)” (Williamson, J. & Redish, R., 2009, p. 11). With an understanding of these standards, I wanted to assist our teachers with these Star Board needs.

Learn As a Learner: “Finding better methods to achieve and maintain technology competency is an ongoing pursuit for technology facilitators and leaders” ((Williamson, J. & Redish, R., 2009, p. 21). During the in-service, we divided into small groups and rotated through training modules to assist the teachers in working in the various core curriculum areas. We found that many times core teachers will cross over into different curriculum areas while teaching their objectives so it was an advantage for teachers to be able to learn many various tools associated with the Star Board and also obtain innovative lesson plan ideas for usage in their classroom. “These innovative tools could assist with better engaging students in the classroom environment” (Solomon, G., & Schrum, L., 2007, p. 3).

Lifelong Learning Skills: According to Williamson and Redish, “The evolving nature of technology also requires ongoing monitoring and building of educator proficiency. Technology competency is not a skill set that, once mastered, is static; rather, it is highly fluid, changing at the pace of technological innovation” ((Williamson, J. & Redish, R., 2009, p. 21). As a technology leader, I learned so much from the in-service training. I feel like by planning, setting up, initiating and fulfilling the in-service training, benefits were gained by all. We collaborated, shared ideas, and worked together to create and establish new innovative ideas for technology usage in the classroom setting. From the survey monkey that was conducted at the end of the in-service training session modules, we discovered that the teachers really benefited from remaining on our campus and being able to work in their own classrooms. They developed innovative lessons that could be used immediately and utilized their time to collaborate with their core team teachers to develop and implement lesson plan ideas that have now been used to assist teachers in engaging students in the classroom. Students learn by doing and the Star Board is an excellent way for students to work together collaboratively to problem solve and utilize higher order thinking skills to discover and uncover subject matter. “We need to include our students in everything we do in the classroom, involving them in discussions about curriculum development, teaching methods, school organization and assignment: (Prensky, M., 2005, p. 11) The interactive board engages students and involves them in the discussions about everything that is done in the classroom.

#### References

Prensky, M. (2005). *Listen to the Natives*. Association for Supervision and Curriculum Development, p.11.

Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 3. .

Williamson, J. & Redish, T. (2009). Williamson, J. & Redish, T. (2009). Technology

TF – I. B	Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 3 - 21.		
	<u>Technology In-service</u> – Develop training module and train staff on Microsoft Word, Microsoft Excel, Outlook. Also review district policies on Re-Teach, Lesson Cycle, and Blooms Taxonomy.	11-30-10  Director of Instructional Technology	20 hours
	<p>Reflection:</p> <p><u>Self Assessment:</u> According to Standard I Technology Operations and Concepts TF – I.B planned and developed a training module to educate and train our staff on Microsoft Word, Microsoft Excel, and Microsoft Outlook. I helped to create a district technology in-service to train all staff on Microsoft Word, Microsoft Excel, Microsoft Outlook. We also spent time with all staff to review our district policies on re-teach, re-test, the lesson cycle, and Blooms Taxonomy. We trained all the staff on these training modules. I worked closely with the Director of Performance Management and Instructional Technology to create the training modules and develop a training that could not only benefit our teachers and teacher aides, but also benefit our support staff as well. Our district wanted to create a technology in-service training so that we could educate all staff on our district's policies and help them to gain an understanding on why our district has certain policies. Our district feels that it takes all of our staff to educate our students and help our community to have an awareness of what we as a whole are trying to accomplish in the education of our students. Every district employee from the school board, the administrators, the teachers, and all support staff needs to have an understanding of the district goals and policies so that we can all be promoters of working toward a positive district image and successful education of our district students. "As educational leaders, we should understand changes in the Web and how they reflect changes in the world around us. We should provide these new tools to our students so that they are prepared for new challenges: (Solomon, G., &amp; Schrum, p. 3). We need to encourage all employees as stakeholders to be aware of district policies and provide training as necessary to meet these goals.</p> <p><u>Learn as a Learner:</u> By utilizing this training, it enlightened all staff on innovative use of Microsoft Word, Microsoft Excel and Microsoft Outlook. We presented some helpful tools for usage and some helpful tips in Microsoft 2007. Many of our staff found that working with 2007 was new to them and we felt that it would assist all staff in developing a training module that could assist them in some helpful tools and tips for working with Microsoft 2007. We also made sure that all staff had a better understanding of the district policies and procedures when working in re-teach and re-test portions of the lesson cycle. "We need to include our students in everything we do in the classroom,</p>		

involving them in discussions about curriculum development, teaching methods, school organization and assignment: (Prensky, M., 2005, p. 11).

Lifelong Learning Skills: We found that many of the support staff was not as familiar with these areas, so we created some training modules that could refresh the current administrators and teachers, and also introduce these to the support staff. Everyone is a spokes person for the district and it is important for our students to have all staff presenting a positive attitude with a thorough understanding of the district procedures and policies. It takes everyone working together to create a positive climate where our students can grow and learn. "The evolving nature of technology also requires ongoing monitoring and building of educator proficiency. Technology competency is not a skill set that, once mastered, is static, rather, it is highly fluid, changing at the pace of technological innovation" (Williamson, J. & Redish, R., 2009, p. 21). It is necessary that we really work to keep up with our changing technology.

#### References

Prensky, M. (2005). *Listen to the Natives*. Association for Supervision and Curriculum Development, p.11.

Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 3. .

Williamson, Jo and Redish, Traci. (2009). Williamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 21.

**Subtotal**

**50 hours**

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard II. Planning and Designing Learning Environments and Experiences	TF-II.A	<u>Develop Instructional Packet</u> – provide and include easy user instructions and helpful shortcuts for tasks that teachers do frequently. Include Microsoft Office Tips, Tricks, Shortcuts	11-30-10  Director of Instructional Technology	21 Hours
		<p>Reflection:</p> <p><u>Self-Assessment:</u> According to Standard II, Planning and Designing Learning Environments and Experiences TF-II.A I provided and distributed easy user instruction and helpful shortcuts for tasks that teachers do frequently (Microsoft Office Tips, Tricks, and Shortcuts. I helped to develop an instructional packet of information that included Microsoft Office tips, tricks, and shortcuts. It included information about tips, tricks, and shortcuts that could be utilized with Microsoft Office 2007 in conjunction with Microsoft Office Word, Microsoft Office Excel, and Microsoft Office Outlook. We utilized this information during our district technology in-service sessions and sent these packets with the participants so that they could benefit from these tips and assist them with easy shortcuts for tasks that staff and teachers do frequently. These shortcuts can be time saving tools for them in their offices and classrooms. We provided and included easy user instructions with careful explanation and easy to use instructions that could be beneficial to them for easy reference when necessary. We need to use new technologies that gave us the “opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods” (Rose, D., &amp; Meyer, A., 2002, p.11).</p> <p><u>Learn as a Learner:</u> The staff and teachers seemed to really appreciate having an easy reference guide with these tips, tricks, and shortcuts and also assisted them in having a better understanding of Microsoft 2007. “The changing nature of information and the new ways our students understand and make sense of the world signal that we need new strategies and new tools for teaching and learning. With these tools, people are changing the way that the real world works-business practices as well as social activities” (Solomon, G., &amp; Schrum, L. 1.) According to the ISTE standards, “technology skills and concepts cannot be neglected, they should be integrated into professional learning experiences emphasizing technology as a curriculum tool” (Williamson, J. &amp; Redish, R., 2009, p. 21). This is exactly what we attempted to accomplish during these training sessions.</p> <p><u>Lifelong Learning Skills:</u> During the in-service training modules, the attendees were able to take notes and utilize these methods during the workshops. Opportunities were given for them to share ideas, work together, and make notes on tools that they often utilize. Everyone seemed to benefit with the sharing time. I discovered that there are many methods for accomplishing tasks and we are always learning. I also learned that by this sharing process, we were able to gain many new and innovative methods of utilizing tools in these everyday tasks. It is important that we place teachers in the type of learning environment that they are to provide in the classrooms. “Immerse teachers in professional learning experiences similar to the learning experiences that they are</p>		

		<p>expected to design” (Williamson, J. &amp; Redish, R., 2009, p. 41).</p> <p style="text-align: center;">References</p> <p>Rose, D., &amp; Meyer, A. (2002). <i>Teaching every student in the digital age: Universal Design for learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1, 4, &amp; 6. Available online at the Center for Applied Special Technology Web site. Retrieved October 5, 2009, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a>.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 1. .</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 21 &amp; p. 41.</p>		
		<u>Assist Teachers With NEO labs</u> – Load software and assist teacher with the set up and utilization of the NEO labs.	12-1-10 Director Information Services	36 Hours
	TF-II.B	<p>Reflection:</p> <p><u>Self Assessment:</u> According to Standard II, Planning and Designing Learning Environments and Experiences TF-II.B, I loaded the software and utilization of the Renaissance NEO mobile labs. I was able to assist teachers with the training and set up of the NEO mobile labs. The Renaissance Learning NEO mobile labs were purchased by our district for main usage by our ELA English and Language Arts departments. The district felt that these mobile labs that include the AlphaSmart Manager software and AlphaHub, could be easily configured and help students in building better writing habits. The labs that our district purchased have the ability for one lab can to manage a set of thirty NEOs units at once. These NEOS benefit the teacher by conserving their time when they send files to their students, retrieve their students' work and grade their work. I was able to install the Alpha software, and help the teachers personalize their own settings. The labs are controlled by the teacher computer and I was able to set up the mobile lab, assist the teachers with the usage, and set up the receiver so that the NEO units could be controlled by the teacher's desktop computer. In addition to this mobile lab the teachers were able to utilize the Accel Test software and the 2Know! Toolbar which gives</p>		

the teachers and students additional writing tools.

Learn as a Learner: These tools help to model what the teacher can teach with these NEO units. It is important to “provide teachers with models of the types of technology uses desired in classrooms” (Williamson, J. & Redish, R., 2009, p. 41). With the usage of the NEO labs the students find that writing is much simpler and easy for them. The students are able to push the on and off button and begin to write when ready.

Lifelong Learning Skills: The NEOs assist the teachers with assigning, collecting, editing, and the distribution of their students’ work. “The role of teachers will be to guide students in using the new tools for academically rigorous investigations and presentations. Which tools students choose to create with won’t matter. Teachers will be able to let students with specific learning styles use the tools that address their particular needs. Students will be able to create a serious paper or video of robust content, great sophistication, and real depth” (Solomon, G., & Schrum, L., 2007, p. 14).

The teachers are also able to work with the students that have learning disabilities such as dyslexia and motor skill limitations. According to ISTE standards, it is important to “develop learning opportunities that fit diverse needs of learners” (Williamson, J. & Redish, R., 2009, p. 22). We are attempting to achieve this goal with our NEO mobile labs. And we feel that they have really assisted in the betterment of our writing scores and also reading scores. We have also seen an improvement in 7<sup>th</sup> grade students’ writing test standardized test scores. “It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies” (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73). Training the teachers and assisting in developing new strategies assists with student’s success.

#### References

- Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). School Leader Internship, Developing, Monitoring, and Evaluating Your Leadership Experience. Parsippany, NJ: Eye on Education, p. 73.
- Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 14.
- Williamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 21.

	TF-II.C	<p><u>Facilitate an Online Learning Environment</u> - Assist teachers in creating classroom sites for classroom collaboration, feedback, and help teachers with Web 2.0 technologies.</p>	<p>3-10-12 Campus Administrators and Teachers</p>	<p>25 hours</p>
		<p>Reflection:</p> <p><u>Self Assessment:</u> According to Standard II, Planning and Designing Learning Environments and Experiences TF-II.C, I facilitated an online professional development and learning environment. I encouraged the teachers to assist teachers in creating classroom sites for classroom collaboration, feedback, and help teachers with Web 2.0 technologies. There is a great online learning environment available to teachers, but it was a goal to make teachers aware of how our campus could share ideas, share classroom collaboration methods, provide an area for feedback, and assist the teachers with Web 2.0 technologies and tools.</p> <p><u>Learn as a Learner:</u> Providing an area so that we could share ideas is our shared drive where we can place tools, previous years' test data, programs, document files, and other helpful items. I help maintain this area by adding requested tools and programs along with updating for teacher usage. We place CScope lesson plan ideas, ExamView, Math and science software, INNOVA test data, document files, tutorial / Saturday school information, and other helpful tools for our campus. The CScope lesson plan form and other teacher utilized forms are also available on this location. This shared area is maintained and updated on a regular basis so that teachers have the needed tools at their finger tips and can be available with the click of a button. "Today's students know that they are tech-savvy and report that their schools are not. Schools are still more text-dominated and do not integrate technology into student learning effectively" (Solomon, G., &amp; Schrum, L. 1). We need to maintain our classrooms and stay up to date with data so that our students' needs can be met in the classroom.</p> <p><u>Lifelong Learning Skills:</u> We are attempting to allow teachers the opportunity to have technology tools that are job embedded and easy to access. According to ISTE standards, "skill-building approaches that are job-embedded, timely, and integrated emerge as more appropriate and effective choices" (Williamson, J. &amp; Redish, R., 2009, p. 22). The administrators and teachers often request that some additional information be added to the shared drive so that it can be accessed by our campus. This shared drive does require administrator access so that items cannot be easily or accidentally deleted. Teachers either send me a request or email a request and I try to update with this request as quickly as possible for easy accessibility. There are other documents containing helpful ideas, websites, classroom ideas, software installation links, Star Board instructions, and other assistance available on this shared campus drive. According to Edutopia, "educators and students are altering the very nature of the classroom experience by increasingly turning to technology as an integral component of learning" (Edutopia, 2009, p. 1).</p>		



		References		
		<p>Edutopia, 2009. <i>Ten Tips for Engaging Students</i>. Retrieved March, 2012 from <a href="http://www.edutopia.org/stw-school-turnaround-student-engagement-tips">http://www.edutopia.org/stw-school-turnaround-student-engagement-tips</a>, p. 1.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 1. .</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). <i>Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do</i>. Eugene, OR: International Society for Technology in Education, p. 11, p. 21.</p>		
	TF-II.D	<u>Computer Lab Maintenance and Software Updates</u> – Routine maintenance so that lab can be utilized by after school tutorials and ACE Program to assure that resources are available for these learning activities.	06-01-11 (ongoing)  Campus Administrators, ACE Director	30 hours

## Reflection:

Self- Assessment: According to Standard II, Planning and Designing Learning Environments and Experiences TF-II.D, I perform routine maintenance so that our computer labs may be utilized by after school tutorials and the ACE Program to assure that resources are available for these learning activities. The teachers utilize all three computer labs for classroom enrichment activities, after school tutorials, and the ACE program tutorials. I perform routine maintenance so that these three labs can be utilized on an ongoing basis. There is regular computer lab maintenance that needs to be conducted and software installations, downloads, and software updates that need to be maintained. This requires routine installations, trouble shooting, and networking issues that need to be completed. Most routine maintenance and software issues can be done during school hours, but some of these issues need to be completed before school hours and after school hours when computer labs are not in use "As educational leaders, we should understand changes in the Web and how they reflect changes in the world around us. We should provide these new tools to our students so that they are prepared for new challenges: (Solomon, G., & Schrum, p. 3).

Learn as a Learner: There are additional learning activities that require software installation, downloads, and resource installation to ensure that there are resources available for these enrichment programs. I have worked closely with the after school tutorial director and the ACE Program director to ensure that they have resources and programs available for these students' tutorial and enrichment needs. We utilize such programs as Study Island, Learning.com, and Rosetta Stone to provide learning activities and resources that can assist these students with tutorial and enrichment learning activities to assure that these students are meeting their learning objectives.

Lifelong Learning Skills: According to Edutopia, "educators and students are altering the very nature of the classroom experience by increasingly turning to technology as an integral component of learning" (Edutopia, 2009, p. 1). We can make technology help us meet the needs of these after school tutorials and the ACE program tutorial enrichment needs for preparation for the upcoming STARR test. Our campus after school tutorials and ACE Program are working to contribute to the math, reading, social studies, and science objectives that are required to meet the needs of the new state standardized STARR test. I also provided assistance with the updates, the input of student accounts, and some of the training of these programs. We have to use new technologies that give us the "opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods" (Rose, D., & Meyer, A., 2002, p.11). By utilizing the computer labs for after school tutorials and enrichment, we can offer students varying methods of technology media and tools to meet the needs of all students.

		References		
		<p>Edutopia, (2009). Ten Tips for Engaging Students. Retrieved March, 2012 from <a href="http://www.edutopia.org/stw-school-turnaround-student-engagement-tips">http://www.edutopia.org/stw-school-turnaround-student-engagement-tips</a>, p. 1.</p> <p>Rose, D., &amp; Meyer, A. (2002). <i>Teaching every student in the digital age: Universal Design for learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1, 4, &amp; 6. Available online at the Center for Applied Special Technology Web site. Retrieved October 5, 2009, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a>.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 3. .</p>		
	TF-II.E	<u>Assist Teachers in Updating Websites</u> – Assist teachers in updating their websites. Class information and syllabus can be attached to website.	03-01-12 Campus Administrators, District Web Master, Teachers	31 hours

## Reflection:

Self- Assessment: According to Standard II, Planning and Designing Learning Environments and Experiences TF-II.E, I assisted teachers in updating their websites. Class information and syllabus can be attached to website. I worked closely with our Director of Performance Management and Instructional Technology to create an in-service that provided training for updating the teacher websites. This training provided an opportunity for the teachers and staff to update their websites and be involved in training to assist them in developing, enhancing, and updating these websites. It is easy access on each campus and with the teacher website, it is easy for outside individuals to access the teacher information on their school website. This allows for students, other teachers, and parents to access a teacher's website. The McRel Technology Initiative discusses the reasons that "McREL decided to create and test a comprehensive, research-based model of professional development that helps teachers integrate technology into their classroom instruction, and ultimately, helps students achieve challenging content standards" Pitler (2005, p. 1). This article discusses that we need to provide professional development for teachers and that schools need to make technology a major part of their curriculum. But in order for teachers to utilize the technology tools provided them, we need proper technology professional development so that they can implement the technology in their classrooms.

Learn as a Learner: The teacher website can contain information about the class' curriculum and can contain the course syllabus. The website can be utilized by students that miss a class and need to make up assignments or can be accessed by parents to learn more about the courses that their students are enrolled in. This training session allowed teachers to gain a better understanding of how to set up their own personal classroom website, enhance this site, to add additional information to their site, and how to make their site more user friendly for all. "The changing nature of information and the new ways our students understand and make sense of the world signal that we need new strategies and new tools for teaching and learning. With these tools, people are changing the way that the real world works-business practices as well as social activities" (Solomon, G., & Schrum, L. p. 1.)

Lifelong Learning Skills: These sites can be easily accessed for upgrade and by other individuals to make the communication process and interaction process more reliable. Many tools can be uploaded to the teacher website. The teacher can place assignment information, study tools, helpful website, course information, and enrichment tools that can be utilized by both students and parents to assist in making the classroom materials more accessible by all. It is important to give teachers the tools to help them bring all aspects of communication open and accessible. By doing this, I feel that I assisted the teachers in the ability to "link technology efforts to other curriculum and instruction initiatives" (Williamson, J. & Redish, R., 2009, p. 41).

		<p style="text-align: center;">References</p> <p>Pitler, H., Hubbell, E., Kuhn, M., &amp; Malenoski, K. (2007). <i>Using technology with classroom instruction that works</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 139.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 1. .</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). <i>Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do</i>. Eugene, OR: International Society for Technology in Education, p. 11, p. 41.</p>		
	TF-II.F	<u>Study Island Instruction and Support</u> – Provide training and support for teachers. Provide ongoing support for the development of these online technology resources.	06-01-11 (ongoing) Teachers, Campus Administrators	39 hours

Reflection:

Self-Assessment: According to Standard II, Planning and Designing Learning Environments and Experiences TF-II.F, I provided training and support for teachers utilizing Study Island instruction. I provide ongoing instruction and support for the development of these online technology resources. Study Island is a program that our campus and many campuses in our district utilize to assist students in math, reading, and science activities. These programs contain problem solving activities, games, and fun engaging activities that assist the students in key areas. The online web based program is based on the Texas Essential Knowledge and Skills and once the students accounts are set up, they may utilize the program to assist them in areas that might need additional attention. According to Edutopia, "educators and students are altering the very nature of the classroom experience by increasingly turning to technology as an integral component of learning" (Edutopia, 2009, p. 1).

Learn As a Learner: I spend time assisting teachers with the set up of student accounts and the addition of new students to the Study Island program. I maintain the administrative duties of assisting teachers with their class set up and add students as needed to the program. We utilize the Study Island program during computer lab enrichment opportunities and also in after school tutorials along with the afternoon ACE Program. I also add teachers to the program as needed so that they can utilize the program with their students for enrichment and tutorial purposes. I also assist with customizing the instruction levels to meet the needs of specific students such as the special education students with special learning needs and also with the ABU students that might need additional time on an objective that they did not master. We have used new technologies that gave us the "opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods" (Rose, D., & Meyer, A., 2002, p.11). This helps us meet the needs of these ABU students and other students that have individual learning needs.

Lifelong Learning Skills: The Study Island program does allow the students to spend additional time on an objective and enables the teachers to work with specific students on areas of weaknesses to reach grade level proficiency. "With access to online research communities, learners are able to gain a deeper sense of a discipline as a special "culture" shaped by specific ways of seeing and interpreting the world" (Educause, 2007). I have worked with teachers to provide the students with more individualized lessons so that they can work on and spend more time on needed skills and objectives. By utilizing Study Island, I feel that I am "helping teachers shift from teacher-centered to student centered learning" (Williamson, J. & Redish, R., 2009, p. 45) and as a technology coordinator, "I am assuming the role of professional learning coach as I help teachers learning how to integrate technology support engaging approaches to learning" (Williamson, J. & Redish, R., 2009, p. 45).

		References	
		<p>Educause, 2007. <i>Authentic Learning for the 21<sup>st</sup> Century</i>. Retrieved on March 4, 2012 from <a href="http://net.educause.edu/ir/library/pdf/ELI3009.pdf">http://net.educause.edu/ir/library/pdf/ELI3009.pdf</a>, p. 1.</p> <p>EduTopia, 2009. <i>Technology Combined With Good Teaching Leads to Success</i>. Retrieved March 4, 2012, from <a href="http://www.edutopia.org/interactive-whiteboards-technology-success">http://www.edutopia.org/interactive-whiteboards-technology-success</a>, p.1.</p> <p>Rose, D., &amp; Meyer, A. (2002). <i>Teaching every student in the digital age: Universal Design for learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1, 4, &amp; 6. Available online at the Center for Applied Special Technology Web site. Retrieved October 5, 2009, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a>, p. 11.</p>	
Subtotal			182

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard III. Teaching Learning	TF-III.A	<u>Integrate Technology, Research, and Problem Solving in Curriculum</u> – Provide and install updates for QuickTime and Streaming video to be utilized with laptops and projectors. Provide assistance with Elmos, clickers, and data projectors.	06-01-11 (ongoing) Campus Administrators, Teachers	12 hours



## Reflection:

Self Assessment: According to Standard III Teaching, Learning, and the Curriculum TF-III.A, I provided and installed updates for QuickTime and Streaming video to be utilized with laptops and projectors. I provided assistance with Elmo document cameras, clickers, and data projectors to integrate technology, research, and problem solving in the curriculum. Many times our teachers need to utilize QuickTime for streaming video to engage students during the lesson cycle. It might require setting up their laptops to be utilized with projectors, Elmos document cameras, other document cameras, clickers, and data projectors. Certain software programs or curriculum may need to be installed on those laptops, iPads, or computers to integrate technology into the classroom. Also updates may need to be installed. "Web-based tools add the ability to communicate and collaborate with the world outside the classroom easily and at no cost beyond the technology. Thus, Web 2.0 tools are part of a paradigm shift in learning. Rather than delivering information from textbooks and teachers' resources, the new approach harnesses the technologies that students use outside of school to engage them in finding and analyzing resources themselves" (Solomon, G., & Schrum, L., 2007, p. 51).

Learn as a Learner: I try to stay up to date with the teacher needs in the classroom so that we have to continue to integrate technology into the lesson plans and the classrooms. Many times departments will purchase additional equipment that needs to be installed with software downloaded to improve the use of the equipment. I try to keep in contact with our equipment representatives and our district technology curriculum director so that we can utilize the technology devices to full capacity. It may be updates on Accelerated Reader, assistance with MyAccess, the 2Know toolbar, update on Adobe Flash, Java download, or assistance with math tools. All of these tools help our student become successful in the classroom. We use these new technologies that give us the "opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods" (Rose, D., & Meyer, A., 2002, p.11).

Lifelong Learning Skills: All of these maintenance items keep the classroom rich in technology so that the teacher can easily integrate technology into the lesson cycle. It is important to keep classroom student computer stations up and running so that students can access the computers for enrichment needs. Sometimes this requires networking another computer device in another area of the classroom. Assisting the teacher so that the classroom can maintain the flow of technology and helps integrate technology, research, enrichment, and problem solving into the classroom. "Because technology permeates how students think, communicate, and process information, accommodating the positive attributes of their media-rich learning styles can help educators update teaching, learning, and the curriculum" (Williamson, J. & Redish, T., 2009, p. 58).

	<p style="text-align: center;">References</p> <p>Rose, D., &amp; Meyer, A. (2002). <i>Teaching every student in the digital age: Universal Design for learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1, 4, &amp; 6. Available online at the Center for Applied Special Technology Web site. Retrieved October 5, 2009, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a>, p. 11.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 51. .</p> <p>Williamson, J. &amp; Redish, T. (2009). Williamson, J. &amp; Redish, T. (2009). <i>Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do</i>. Eugene, OR: International Society for Technology in Education, p. 11, p. 58.</p>		
TF-III.B	<p><u>ACE Program</u> – Assist and support ACE program in strategies for integrating technology resources that support the needs of diverse learning environments. Assist with developing student lists for members of ACE program.</p>	<p>06-01-10 (ongoing) Campus Administrators, ACE Director</p>	<p>15 hours</p>

Reflection:

Self Assessment: According to Standard III Teaching, Learning, and the Curriculum TF-III.AB, I assist and support the ACE program in strategies for integrating technology resources that support the needs of diverse learning environments. I also assisted in developing student lists for the student and teacher members of the ACE program. I was able to assist the ACE Program director in administrative needs by going through our TEAMS student information center to set up class attendance roll sheets, bus routing, and his district ACE site management. This would allow him to set up separate lists of students that could be utilized for his various needs.

Learn as a Learner: We set up a Microsoft Excel spreadsheet and converted some of the TEAMS student data base information into Excel spreadsheets that contained data he needed to submit to the district for attendance and bus route information. I was able to set up the Star Board in a central location (library reference room) so that interactive tutorial lessons could be produced. I assisted him in learning to use the equipment that they could utilize the tools on the Star Board more efficiently. According to Edutopia, “educators and students are altering the very nature of the classroom experience by increasingly turning to technology as an integral component of learning” (Edutopia, 2009, p. 1).

Lifelong Learning Skills: This interactive usage allowed for strategies to be utilized that could more effectively address and support the needs of some of the diverse learning environments of the afternoon tutorial group lesson objective needs. I was able to suggest ideas for keeping students engaged in the afternoon classrooms that could help with these students meeting objectives and better test scores. These students have attended class all day and it sometimes takes creative technology curriculum ideas to maintain student engagement in these afternoon tutorial classes. This was maintained through the year for the ACE tutorial program. “The role of teachers will be to guide students in using the new tools for academically rigorous investigations and presentations. Which tools students choose to create with won’t matter. Teachers will be able to let students with specific learning styles use the tools that address their particular needs. Students will be able to create a serious paper or video of robust content, great sophistication, and real depth” (Solomon, G., & Schrum, L. 15). We needed to find creative methods to keep these diversified learners coming to the ACE program and engaged in the afternoon classes. “By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate” (Williamson, J. & Redish, R., 2009, p. 58).

<p style="text-align: center;">References</p> <p>Edutopia, 2009. <i>Technology Combined With Good Teaching Leads to Success</i>. Retrieved March 4, 2012, from <a href="http://www.edutopia.org/interactive-whiteboards-technology-success">http://www.edutopia.org/interactive-whiteboards-technology-success</a>, p. 1.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 15. .</p> <p>Williamson, J. &amp; Redish, T. (2009). <i>Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do</i>. Eugene, OR: International Society for Technology in Education, p. 11, p. 58.</p>			
TF-III.C	<p><u>KuderNavigator Career Assessment Testing</u> – Train teachers in utilizing Kuder Navigator in assisting students in problem solving and discovering college and career assessment and goals.</p>	<p>04-01-11 Campus Administrators, Teachers</p>	<p>15 hours</p>

## Reflection:

Self-Assessment: According to Standard III Teaching, Learning, and the Curriculum TF-III.C, I assisted in training teachers in utilizing the KuderNavigator system and allowing student to use problem solving methods to discover college and career assessment and goals. KuderNavigator Career Assessment Testing is utilized in assisting student in problem solving and discovering possible college and career goals that they have an aptitude for. KuderNavigator assessment is also utilized in our district for our special education students that have diverse learning needs. "Schools seem to be falling short of meeting the learning needs of digital-age learners" (Williamson, J. & Redish, R., 2009, p. 59). Our students may not be ready for the real world. We feel that by accessing the KuderNavigator and beginning to get an idea of what careers that the students might have a higher aptitude will better prepare them for the real world and the future workplace.

Learn as a Learner: We assess these students by allowing them to take the interest and skills assessments on KuderNavigator and this data is utilized in their ARD meetings for better placement in core classes as well as elective class selections. Many times it is difficult to know what students have a higher aptitude for. By allowing student to take the online KuderNavigator interest and skills assessments, the students answer questions to both surveys. At the conclusion of both surveys, students are able to see the results of these surveys in the form of a list of career options that they might be best suited for. They have a graph list of approximately ten career options that they can click on and access videos about possible career / job opportunities, college, and classes that they might be best suited for. "The workplace, jobs, and skill demands are changing. Today, every student, whether he/she plans to go directly into the workforce or on to a 4-year college or trade school, requires 21<sup>st</sup>-century skills to succeed. We need to ensure that all students are qualified to succeed in work and life in this new global economy" (Solomon, G., & Schrum, L. 12).

Lifelong Learning Skills: This allows students to better select classes that will assist them at the high school and college levels for best placement. Students can meet with counselors before registering for high school classes, career center options, and even college class placements. There are videos on this site available to students and also information about class placement with career goals. Students can also access this information online in the home environment along with parents /guardians to discuss possible college, technical school, and career options. These assessments are done throughout the year to assure that diverse learning students and all other students are tested to better place students in the best classroom environment, electives, and core curriculum areas. "With access to online research communities, learners are able to gain a deeper sense of a discipline as a special "culture" shaped by specific ways of seeing and interpreting the world" (Educause, 2007). By allowing students to research their career opportunities, we are helping the students to open doors to their future.

	<p style="text-align: center;">References</p> <p>Educause, 2007. <i>Authentic Learning for the 21<sup>st</sup> Century</i>. Retrieved on March 4, 2012 from <a href="http://net.educause.edu/ir/library/pdf/ELI3009.pdf">http://net.educause.edu/ir/library/pdf/ELI3009.pdf</a>, p. 1.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 12. .</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 59.</p>		
TF-III.D	<u>KuderNavigator Career Assessment Testing For All 8<sup>th</sup> Graders and as Necessary for ARDs</u> – Facilitate and test all necessary students and small group testing for ARDs. This assessment will assist in class assignments from skills & interest evaluation & aptitudes.	04-01-11 Camps Administrators, Special Education Dept., Teachers	25 hours

## Reflection:

Self-Assessment: According to Standard III Teaching, Learning, and the Curriculum TF-III.D, I facilitate and tested all necessary students and small group testing for ARDs. This assessment will assist in class assignments from skills & interest evaluation & aptitudes. KuderNavigator Career Assessment Testing is utilized in assisting student in problem solving and discovering possible college and career goals that they have an aptitude for. KuderNavigator assessment is also utilized in our district for our special education students that have diverse learning needs. We assess these students by allowing them to take the interest and skills assessments on KuderNavigator and this data is utilized in their ARD meetings for better placement in core classes as well as elective class selections. Many times it is difficult to know what students have a higher aptitude for. By allowing student to take the online KuderNavigator interest and skills assessments, the students answer questions to both surveys. "Schools seem to be falling short of meeting the learning needs of digital-age learners" (Williamson, J. & Redish, R., 2009, p. 59). Our students may not be ready for the real world. We feel that by accessing the KuderNavigator and beginning to get an idea of what careers that the students might have a higher aptitude will better prepare them for the real world and the future workplace.

Learn as a Learner: At the conclusion of both surveys, students are able to see the results of these surveys in the form of a list of career options that they might be best suited for. They have a graph list of approximately ten career options that they can click on and access videos about possible career / job opportunities, college, and classes that they might be best suited for. This allows students to better select classes that will assist them at the high school and college levels for best placement. . "The workplace, jobs, and skill demands are changing. Today, every student, whether he/she plans to go directly into the workforce or on to a 4-year college or trade school, requires 21<sup>st</sup>-century skills to succeed. We need to ensure that all students are qualified to succeed in work and life in this new global economy" (Solomon, G., & Schrum, L. 12).

Lifelong Learning Skills: Students can meet with counselors before registering for high school classes, career center options, and even college class placements. There are videos on this site available to students and also information about class placement with career goals. Students can also access this information online in the home environment along with parents /guardians to discuss possible college, technical school, and career options. These assessments are done throughout the year to assure that diverse learning students and all other students are tested to better place students in the best classroom environment, electives, and core curriculum areas. "With access to online research communities, learners are able to gain a deeper sense of a discipline as a special "culture" shaped by specific ways of seeing and interpreting the world" (Educause, 2007). By allowing students to research their career opportunities, we are helping the students to open doors to their future.

		<p style="text-align: center;">References</p> <p>Educause, 2007. <i>Authentic Learning for the 21<sup>st</sup> Century</i>. Retrieved on March 4, 2012 from <a href="http://net.educause.edu/ir/library/pdf/ELI3009.pdf">http://net.educause.edu/ir/library/pdf/ELI3009.pdf</a>, p. 1.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 12. .</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 59.</p>		
	TF-III.E	<p><u>Upgrade Library &amp; Expansion</u> – Utilize library for research findings and usage of latest technology to support integration throughout the curriculum. This provides students with more computer stations and the transition into addition electronic media.</p>	<p>12-01-10 Librarian, Campus Administrators</p>	<p>10 hours</p>
		<p>Reflection:</p> <p><u>Self Assessment:</u> According to Standard III Teaching, Learning, and the Curriculum TF-III.E, I assisted with the upgrade of the library and expansion project. By adding additional student work stations, students can utilize the library for research finding purposes and able to use the latest technology to support integration throughout the curriculum. This provides students with more computer stations and the transition into addition electronic media. I worked with the librarian to utilize the library for research finding and usage of the latest technology to support integration throughout the curriculum. With this past year's computer lease, I was able to set up additional computer stations for students' usage along with a network printer to be utilized for additional students' research purposes. The tools we use are the core of Pitler's statement, "web-enabled collaborative learning has evolved dramatically from its initial use as a simple way for students to look up information together on Web sites" (Pitler, 2007, p.144).</p>		



**Learn as a Learner:** We are trying to keep teachers informed of online resources that teachers can utilize for various lesson plans. Some of these education websites are as follows: <http://www.africanamericanhistorymonth.gov/>, [www.extrareading.com](http://www.extrareading.com), <http://storytimeforme.com/>, <http://www.brainpop.com/games/>, <http://freshbrain.org/>, <http://www.gnowledge.org/>, <http://search.eb.com/blackhistory>, <http://www.ibiblio.org/lia/president/pressites/PresidentS-list2.html>, <http://www.surfnetkids.com/reagan.htm>, <http://www.siec.k12.in.us/~west/proj/lincoln/index.html>, <http://www.surfnetkids.com/washing.htm>, <http://www.usmint.gov/kids/games/presidentialPortraits/>, <http://www.nationalgeographic.com/features/96/whitehouse/whhome.html>, <http://www.pbs.org/wgbh/amex/presidents/>, <http://www2.scholastic.com/browse/collection.jsp?id=398>, <http://sunsite.univie.ac.at/Mozart/dice>, <http://www.childrensmusic.org>, <http://www.stringsmusicfestival.com/m2m/index-old.html>, <http://www.mozartproject.org>, <http://sln.fi.edu/biosci/heart.html>, <http://www.americanheart.org/presenter.jhtml?identifier=3028650>, <http://www.dltk-holidays.com/valentines/>, <http://www.allfreecrafts.com/valentine/>, [http://www.pbs.org/safarchive/4\\_class/45\\_pguides/pguide\\_701/4571\\_idx.html](http://www.pbs.org/safarchive/4_class/45_pguides/pguide_701/4571_idx.html), <http://www.uspto.gov/go/kids/>, [http://www.colitz.com/site/wacky\\_new.html](http://www.colitz.com/site/wacky_new.html), <http://invention.smithsonian.org/centerpieces/>, <http://sat.collegeboard.com/register/sat-dates>, [http://www.sheppardsoftware.com/web\\_games\\_vocab.htm](http://www.sheppardsoftware.com/web_games_vocab.htm), <http://www.vocabulary.com/AOLtopsatsatwords12.html>, [http://www.saab.org/saab\\_org.cgi](http://www.saab.org/saab_org.cgi), <http://www.educationworld.com/holidays/archives/february.shtml#groundhog>, <http://www.groundhog.org/teachers/>, [http://www.frankwbaker.com/super\\_bowl.htm](http://www.frankwbaker.com/super_bowl.htm), <http://www.teachingheart.net/football.htm>, <http://www.theteacherscorner.net/seasonal/super-bowl/index.htm>, <http://www.nflrush.com/health/>, [http://www.practicalmoneyskills.com/english/at\\_school/trainingcamp/](http://www.practicalmoneyskills.com/english/at_school/trainingcamp/).

“By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate. Pursuing this strategic direction is especially important as educators respond to the evolving needs of K-12 students and other community stakeholders” (Williamson, J. & Redish, R., 2009, p. 58). We should encourage our students to utilize resources, internet sites, and tools that can benefit them in meaningful ways.

**Lifelong Learning Skills:** Hopefully with resources, we will be able to purchase some of the electronic media devices such as the Kindles for student reading devices in the library. “Students are expected to use technology in meaningful ways, for example, to help them investigate or present their learning. Teachers offer resources so that students can explore and develop content purposefully and creatively. Students engage in activities that are valued in the real world, manage their own tasks and time, work as part of a team, and communicate with adults and experts. They drive the accumulation of content knowledge and thus remember what they learn” (Solomon, G., & Schrum, L. 33).

### References

- Pitler, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). *Using technology with classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development, 144.
- Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 33.
- Williamson, J. & Redish, T. (2009). Williamson, J. & Redish, T. (2009). *Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do*. Eugene, OR: International Society for Technology in Education, p. 11, p. 21.

Subtotal			72 hours

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard IV. Assessment and Evaluation	TF-IV.A	<u>Rosetta Stone</u> – Provide ongoing assistance with the Rosetta Stone administration needs and student usage.	06-01-11 Campus Administrators, ESL Department	21 hours
		<p>Reflection:</p> <p><u>Self-Assessment:</u> According to Standard IV Assessment and Evaluation TF-IV.A, I was able to provide ongoing assistance with the Rosetta Stone administration needs and student usage. I was able to install and set up the additional enrichment lab with Rosetta Stone to be utilized by the ESL teachers and students to learn the English pronunciation and meaning of words. Rosetta Stone could also be used by the multicultural diversity class focusing on learning the Spanish pronunciation and meaning of words. It also focuses on speech analysis tools, grammar and spelling components and has course templates that can complement classroom teaching objectives. It is a powerful learning tool that easily incorporates into the classroom overall language learning course content and curriculum. Technology leaders “apply technology for the purposes of assessment and evaluation, and in so doing, demonstrate how technology can automate and enhance existing strategies as well as enable new ones. They move the vision for technology supported assessment and evaluation into practice and help others do the same” (Williamson, J. &amp; Redish, R., 2009, p. 88).</p> <p><u>Learn as a Learner:</u> We found that it provides the ESL and cultural diversity teacher with a Rosetta Stone Manager capability that is built in as a management tool. This tool can deliver real-time reports to teachers with the detailed reports on student progress and it is very user-friendly for the teacher to use for these administrative capacities. We can use new technologies that give us the “opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods” (Rose, D., &amp; Meyer, A., 2002, p.11). I worked closely with Rosetta Stone tech support to tailor the software to our schools specific needs along with our technology requirements and lab environment. It has really assisted our ESL teachers and cultural diversity teachers with excellent tools for language skill development. Rosetta Stone, as advertised has many topic-based activities that really bring language learning to life for the students. “To be literate today involves acquiring new skills, including those of using technology, understanding science, having global awareness, and most important, having the ability to keep learning, which involves gathering, processing, analyzing, synthesizing, and presenting information as well as communicating and collaborating” (Solomon, G., &amp; Schrum, L. 1). Students utilize Rosetta Stone to improve their language skills and become literate improving their English skills.</p> <p><u>Lifelong Learning Skills:</u> Since we have been utilizing Rosetta Stone, the scores on TELPAS testing have improved and the ESL students are having less difficulty with English. I have provided ongoing assistance with Rosetta Stone administration needs and student usage. The students are able to use headsets so they are able to listen,</p>		

learn, and speak at their own pace. They become so engrossed in learning, they almost forget that they are at school. I feel as though I was able to be a real facilitator for the Rosetta Stone usage. "As always, facilitators have a special charge to assist and guide teachers in using new technologies. In this performance area, they focus on student assessment, data collection, and analysis tools to improve instruction" (Williamson, J. & Redish, R., 2009, p. 89).

#### References

Rose, D., & Meyer, A. (2002). *Teaching every student in the digital age: Universal Design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1, 4, & 6. Available online at the Center for Applied Special Technology Web site. Retrieved October 5, 2009, from <http://www.cast.org/teachingeverystudent/ideas/tes/>, p. 11.

Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 3.

Williamson, J. & Redish, T. (2009). *Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do*. Eugene, OR: International Society for Technology in Education, p. 88-89.

TF-IV.B

TELPAS Testing– Assist with test administration. Prepare computers and students for online TELPAS testing and assist in test administration for diverse learners.

04-01-11  
Campus  
Administrators,  
ESL  
Department

20 hours

## Reflection:

Self-Assessment: According to Standard IV Assessment and Evaluation TF-IV.B, I assisted with the TELPAS test administration. This entails preparing computers and students for online TELPAS testing and assisting in the test administration for diverse learners. The TELPAS Testing is performed by the district ESL teachers on each campus to test the ESL and diverse learning students. We all attend training at the board room to learn about the year's testing. I work as a liaison with the district technology to assure that the test procedures are followed and that test administration can go smoothly. I have to assure that the three labs that will be utilized for testing purposes are set up with computers in good working order and network ready. There also needs to be a computer in the room that can be utilized for test administration purposes that can be used by the teacher test monitor. The student testing information needs to be kept so that students will be able to log onto the Pearson testing site when necessary. All students have a specific individualized testing log on code number that is used specifically for that student.

Learn as a Learner: The Texas Assessment Pearson site is used for test administration. The guidelines need to be reviewed and understood by those involved in testing prior to test administration day. I worked closed with the ESL department head on our campus and the district ESL staff to assure that the test administration can go smoothly. We make sure that the labs that are to be utilized during the testing process are not to be used by other teaches on that day and relocate any teachers that are normally in those classroom lab locations. We have to utilize the labs during the testing process. Several classes need to be relocated to allow for testing procedures to run smoothly. "It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies" (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73). Training the teachers and assisting in developing new strategies assists with student's success.

Lifelong Learning Skills: "Web-based tools add the ability to communicate and collaborate with the world outside the classroom easily and at no cost beyond the technology. Thus, Web 2.0 tools are part of a paradigm shift in leaning. Rather than delivering information from textbooks and teachers' resources, the new approach harnesses the technologies that students use outside of school to engage them in finding and analyzing resources themselves" (Solomon, G., & Schrum, L., 2007, p. 51). The test is web-based so we need to utilize the technology in order to assess the students. There should be a clear understanding of the teacher portal and test management system by all involved prior to testing procedures. "Facilitators have a special charge to assist and guide teachers in using new technologies. In this performance area, they focus on student assessment, data collection, and analysis tools to improve instruction" (Williamson, J. & Redish, R., 2009, p. 89).

	References		
	<p>Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). School Leader Internship, Developing, Monitoring, and Evaluating Your Leadership Experience. Parsippany, NJ: Eye on Education, p. 72 – 104.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 51. .</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 21.</p>		
	TF-IV.C	Examine and apply the results of a research project that includes evaluating the use of a specific technology.	
		<i>Note: This performance indicator will be revised during the Research course.</i>	
	Reflection:		
<b>Subtotal</b>			<b>41 hours</b>

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard V. Productivity and	TF-V.A	<u>INOVA Support and Training</u> – Provide support and teacher training in use of INOVA. Provide and install INOVA on the shared drive for teacher use in analyzing TAKS student test results to create strategies and maximize student learning.	06-01-11 Campus Administrators, Director Instructional Technology, Teachers	25 Hours



### Reflection:

Self Assessment: According to Standard V Productivity and Professional Practice TF-V.A, I provided support and teacher training in use of INOVA. This involved providing and installing INOVA data on the shared drive for teacher use in analyzing TAKS student standardized test results to create strategies and maximize student learning. Our district began using INOVA process by sending the test data information to a San Antonio-based psychologist and statistician David Ramirez. He uses the INOVA process to determine how much progress each student makes from year to year and the charts that he utilizes pinpoints weak areas. These are presented to the teachers in the INOVA system which places each of the district students in one of five color categories: red students are predicted to fail the test; yellows are likely to fail; gray students have a 50-50 chance of passing; blue students are likely to pass; and greens will probably do well and, with help, have the potential to ace the test. We have used new technologies that gave us the “opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods” (Rose, D., & Meyer, A., 2002, p.11).

Learn as a Learner: This INOVA data is sent to our district divided up into each of our specific campuses. Our campus data is sent to us on a disc and contains students who are currently on our campus with their previous test data with that students' previous campus data. I then was able to take that disc and upload this data to our shared drive so that teacher could access and utilize data for their individualized students. We need to utilize the data and then be able to provide tools to our students that can help them be successful in the classroom. “As educational leaders, we should understand changes in the Web and how they reflect changes in the world around us. We should provide these new tools to our students so that they are prepared for new challenges: (Solomon, G., & Schrum, p. 3).

Lifelong Learning Skills: This special color-coding system provides a list of each of the student's strengths and weaknesses and a list of academic interventions and recommended teaching methods. It is a powerful tool that assists our teachers in being able to give individualized instruction for each and every one of their students. We were able to get this data to the teachers on the shared drive and they were able to analyze their specific student data taking this to team meeting to discuss. This data also assisted in the students that passed the test but were not actually grown from year to year. The INOVA test could assist teachers in helping each student meet their full potential. The McRel Technology Initiative discusses the reasons that “McREL decided to create and test a comprehensive, research-based model of professional development that helps teachers integrate technology into their classroom instruction, and ultimately, helps students achieve challenging content standards” Pitler (2005, p. 1). This article discusses that we need to provide professional development for teachers and that schools need to make technology a major part of their curriculum. But in order for teachers to utilize the technology tools provided them, we need proper technology professional development so that they can implement the technology in their classrooms.

. “It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies” (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73). Training the teachers and assisting in developing new strategies assists with student's success.

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- Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 3.
- Williamson, J. & Redish, T. (2009). *Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do*. Eugene, OR: International Society for Technology in Education, p. 73.

	TF-V.B	<p><u>TEAMS Support</u> – Provide and collaborate with teachers in TEAMS grade book processes and procedures. Assist in preparing and printing reports from TEAMS.</p>	<p>06-01-11 Campus Administrators, Teachers, TEAMS Support</p>	<p>28 hours</p>
		<p>Reflection:</p> <p><u>Self Assessment:</u> According to Standard V Productivity and Professional Practice TF-V.B, I provided and collaborated with teachers in TEAMS student information system grade book processes and procedures. I also assisted in preparing and printing reports from TEAMS. I provide TEAMS support to all teachers and staff. I have attended training sessions to try to stay current with TEAMS report, input, and procedures. I also stay in contact with our district TEAMS support person in charge of the TEAMS process. I work with our campus teachers on an ongoing basis to assist with attendance input, grade book processes, procedures, and report printing. I also provide assistance in preparing and printing reports from TEAMS. “To be literate today involves acquiring new skills, including those of using technology, understanding science, having global awareness, and most important, having the ability to keep learning, which involves gathering, processing, analyzing, synthesizing, and presenting information as well as communicating and collaborating” (Solomon, G., &amp; Schrum, L. 1). I assist teacher in acquiring new skills so that they have the ability to analyze the information and present their information so they can communicate with their teacher teams and professional learning communities.</p> <p><u>Learn as a Learner:</u> We also utilize the TEAMS system for the substitute system, requisitions, and purchase orders. Many times, we have new teachers on our campus and they need to have some instruction on utilizing the TEAMS system. I have assisted these teachers in the online attendance, grade book, and report printing features of the teams system. I have cautioned teachers that grades need to be input on a regular basis. This system allows for printing reports that make the grading process more effective for teachers and students. “It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies” (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73). Training the teachers and assisting in developing new strategies assists with student’s success.</p> <p><u>Lifelong Learning Skills:</u> Parents are notified when a student receives a zero or failing grade on an assignment. The student information management system is a place where all student records are kept. I have assisted in teachers finding student information in the TEAMS system. A teacher has access to the students’ phone number and parent information if necessary. The teacher also has access to the student’s grades in other course work and classes. Navigating the TEAMS system is efficient and simple and assisting the teachers with its user friendly attributes helps them to be more effective in their classrooms. “By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate” (Williamson, J. &amp; Redish, R., 2009, p. 58). Allowing</p>		

technology to work for our teachers and best utilize the TEAMS system to provide the best support for teachers so that they can assist students in the best methods possible.

#### References

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	TF-V.C	District-Wide Technology In-service – Develop training module and train staff on Microsoft Word, Microsoft Excel, Outlook.	02-20-12 Director Instructional Technology, Teachers	30 hours
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Reflection:

Self Assessment: According to Standard V Productivity and Professional Practice TF-V.C, I assisted in a district-wide technology in-service by developing training modules and training staff on Microsoft Word, Microsoft Excel, and Microsoft Outlook. I helped to create a district technology in-service to train all staff on Microsoft Word, Microsoft Excel, Microsoft Outlook. . We trained all the staff on these training modules. I worked closely with the Director of Performance Management and Instructional Technology to create the training modules and develop a training that could not only benefit our teachers and teacher aides, but also benefit our support staff as well. We created training modules to assist teachers in curriculum development. "We need to include our students in everything we do in the classroom, involving them in discussions about curriculum development, teaching methods, school organization and assignment: (Prensky, M., 2005, p. 11).

Learn as a Learner: Our district wanted to create a technology in-service training so that we could educate all staff on our district's policies and help them to gain an understanding on why our district has certain policies. Our district feels that it takes all of our staff to educate our students and help our community to have an awareness of what we as a whole are trying to accomplish in the education of our students. Every district employee from the school board, the administrators, the teachers, and all support staff needs to have an understanding of the district goals and policies so that we can all be promoters of working toward a positive district image and successful education of our district students. By utilizing this training, it enlightened all staff on innovative use of Microsoft Word, Microsoft Excel and Microsoft Outlook. We presented some helpful tools for usage and some helpful tips in Microsoft 2007. "These innovative tools could assist with better engaging students in the classroom environment" (Solomon, G., & Schrum, L., 2007, p. 3).

Lifelong Learning Skills: Many of our staff found that working with 2007 was new to them and we felt that it would assist all staff in developing a training module that could assist them in some helpful tools and tips for working with Microsoft 2007. We also made sure that all staff had a better understanding of the district policies and procedures when working in re-teach and re-test portions of the lesson cycle. We found that many of the support staff was not as familiar with these areas, so we created some training modules that could refresh the current administrators and teachers, and also introduce these to the support staff. Everyone is a spokes person for the district and it is important for our students to have all staff presenting a positive attitude with a thorough understanding of the district procedures and policies. It takes everyone working together to create a positive climate where our students can grow and learn. "The evolving nature of technology also requires ongoing monitoring and building of educator proficiency. Technology competency is not a skill set that, once mastered, is static, rather, it is highly fluid, changing at the pace of technological innovation" (Williamson, J. & Redish, R., 2009, p. 21). It is necessary that we really work to keep up with our changing technology.

### References

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Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 3.

Williamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 21.

	TF-V.D	<u>Assist with Eduphoria Loading Scanner/Printer and assisting with Necessary Updates for Data Analysis Purposes:</u>	09-01-11 Campus Administrators, Teachers, Department Heads	35 hours
		<p>Reflection:</p> <p><u>Self Assessment:</u> According to Standard V Productivity and Professional Practice TF-V.D, I assist with Eduphoria loading scanner/printer and assisting with necessary updates for data analysis purposes: We are currently using Eduphoria for benchmarking purposes. It is new this year and we have loaded additional scanner/printers and updated the Eduphoria software for easier usage for the teachers. This will also for more effective data analysis and benchmarking purposes. “By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate” (Williamson, J. &amp; Redish, R., 2009, p. 58).</p> <p><u>Learn as a Learner:</u> Eduphoria allows for one place for teacher planning and assessment. Some of the features that I assist teachers with is being able to analyze previous TAKS data in a rich, interactive grid, create and share custom data views to focus on important issues for the campus and district, develop easy to use benchmark tests, print answer documents on plain paper and scan with scanners, analyze TAKS data in a rich, interactive grid, create and share custom data views to focus on import issues, develop easy to administer benchmark tests, create a district bank of benchmark questions, analyze the impact of your scope and sequence, build student personal graduation plans, secure student forms for almost any purpose, create views of data for easy publishing to staff members, generate graphs automatically as you are working with the data, and connect external data for analysis. . “It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies” (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73). Training the teachers and assisting in developing new strategies assists with student’s success.</p> <p><u>Lifelong Learning Skills:</u> Teachers have the ability to align curriculum, activities and instruction to the TEKS and TAKS objectives all within an easy to use lesson planner. The district scope and sequence is always visible in the planner. I have assisted teachers with their log on information and also assisted in giving them information about logging on at school or at home because Eduphoria is a web based program. We have used new technologies that gave us the “opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods” (Rose, D., &amp; Meyer, A., 2002, p.11).</p>		



References			
<p>Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). School Leader Internship, Developing, Monitoring, and Evaluating Your Leadership Experience. Parsippany, NJ: Eye on Education, p. 73.</p> <p>Rose, D., &amp; Meyer, A. (2002). <i>Teaching every student in the digital age: Universal Design for learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1, 4, &amp; 6. Available online at the Center for Applied Special Technology Web site. Retrieved October 5, 2009, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a>. p. 1.</p> <p>Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 58.</p>			
<b>Subtotal</b>			118 hours

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VI. Social, Ethical, Legal, and Human Issues	TF-VI.A	<u>Maintain Inventory</u> – Maintain inventory of lease computers and printer supplies. Replenish printer supplies as necessary.	06-10-11 Ongoing for next year. Campus Administrators, Director Information Services	20 hours
		<p>Reflection:</p> <p><u>Self Assessment:</u> According to Standard VI Social, Ethical, Legal, and Human Issues TF-VI.A, I maintain the inventory of lease computers and printer supplies. I also replenish the printer supplies as necessary. Our district is on a rotation computer lease program for every three years. We lease the elementary campus computer for three years, the next year the middle school campuses lease for three years, and the next year the high schools lease computer for three years. This provides the campuses with new computers every three years and eliminates the lease of all the computers for the entire district at one time. I assist the company we lease from with the removal of the old lease and assist with the installation of new computers.</p> <p><u>Learn as Learner:</u> I also assist with letting district personnel at the information services department to be aware of what software needs to be added to our campus computers. This would be software that we utilize on an ongoing basis. I also assist with necessary distribution of additional computers as per our principal. This would include necessary networking and wiring as required. I also assist with the printer installation as needed on the new lease computers. I also maintain an inventory list of lease computer so that these computers can be maintained on an inventory list by computer name. We have used new technologies that gave us the “opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods” (Rose, D., &amp; Meyer, A., 2002, p.11).</p> <p><u>Lifelong Learning Skills:</u> Computers can be worked on remotely by our techs at information services department by computer name. I also am responsible for replenishing printer supplies as necessary and any network printer sharing needs. I supply the teachers with network printer names so that they can also print to network printers as needed. I also assisted with the networking of our Xerox computer giving teachers sharing name information so that this information could be added to their computers for printing to network copiers as necessary.</p> <p>References</p> <p>Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). School Leader Internship, Developing, Monitoring, and Evaluating Your Leadership Experience.</p>		

		<p>Parsippany, NJ: Eye on Education, p. 72 – 104.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 3.</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 21.</p>		
		<p><u>Special Needs Testing TaksM-</u> Assist with testing of students that addresses their special needs along with preparation of students for the special needs testing process including READ 180 program.</p>	<p>05-10-11 Campus Administrators, Special Education Department</p>	<p>15 hours</p>
		<p>Reflection:</p> <p><u>Self Assessment:</u> According to Standard VI Social, Ethical, Legal, and Human Issues TF-VI.B, I assist with testing of students that address their special needs along with preparation of students for special needs testing process including the usage of the READ 180 programs. I assist with testing for our TAKSM special needs testing that addresses their special needs. I have assisting with this testing and assist with some of the practice testing that can be done on the computers to help with the preparation for the special needs testing. . “With access to online research communities, learners are able to gain a deeper sense of a discipline as a special “culture” shaped by specific ways of seeing and interpreting the world” (Educause, 2007).</p> <p><u>Learn as a Learner:</u> The special education students utilize READ 180 for test preparation for the special need testing that goes along with the Texas state standardized testing. This incorporates the installation of the READ 180 program on necessary computers for the special education student usage. We also need to make sure that the computers that they utilize can use the headsets due to the READ 180 program being a reading program that required sound and constant feedback from students. “Because technology permeates how students think, communicate, and process information, accommodating the positive attributes of their media-rich learning styles can help educators update teaching, learning, and the curriculum” (Williamson, J. &amp; Redish, T., 2009, p. 88).</p> <p><u>Lifelong Learning Skills:</u> This program has been proven to assist with special needs reading problems and learning disabilities. Over time, it tends to improve the students’</p>		

reading skills. I assist with setting up students and assuring the teachers that I could assist them with any technical support issues along with software issues as they arise. We utilize this READ 180 program in both the Special Education classroom along with the READ 180 reading computer lab. Edutopia states, "with the technology we have, one of the main things we do is show video clips. Students love it when they see their favorite show or cartoon. Initially, they don't know what they're about to learn so they focus on that video clip. Then the teacher uses that engagement to link to the lesson, and the students realize that their likes or interests can channel a learning experience" (Edutopia, 2009, p. 1).

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Edutopia, 2009. *Technology Combined With Good Teaching Leads to Success*. Retrieved March 4, 2012, from <http://www.edutopia.org/interactive-whiteboards-technology-success>, p. 1.

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TF-VI.C

ID Student Identification – Continue to produce student ID / Photo records with use of emerging technology resources of importing student district files. This procedure enforces and ensures a safe environment. Scanning ID

06-01-11  
(ongoing)

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		assists with administrative functions such as library and cafeteria.		
		<p>Reflection:</p> <p><u>Self Assessment:</u> According to Standard VI Social, Ethical, Legal, and Human Issues TF-VI.C, I set up and produce student ID / Photo records with use of emerging technology resources of importing student district files. This procedure enforces and ensures a safe environment. Scanning ID assists with administrative functions such as library and cafeteria. I am in charge of setting up the Student Id Identification system. I produce the student ID/ Photo records with use of emerging technology resources of importing student district files. This procedure enforces and ensures a safe environment for the students. Providing a safe environment for our students is key to a positive culture. "It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies" (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73). Training the teachers and assisting in developing new strategies assists with student's success.</p> <p><u>Learn as a Learner:</u> The students are able to scan their ID with administrative functions such as checking our library books on our campus library and in the cafeteria during breakfast and lunch. This year we purchased a new Alpha Card ID system, so I was able to install the new software and the new Fargo Printer. I was able to import the student names from the TEAMS student identification system and convert to the data base that was compatible with the Alpha Card system. This assured that all the students' names were input in the system with correct spelling, ID number, and grade level. I photographed students during our running start preregistration process and on the first day of school. "Technologist must promote safe and healthy use of technology resources" (Williamson, J. &amp; Redish, T., 2009, p. 135).</p> <p><u>Lifelong Learning Skills:</u> Safety is so important on a campus. Identification is important for this cause. When all students had the ID information entered and a photo corresponding with their ID, I printed the ID cards and distributed through classes. I also assist with the reprinting of the ID cards when a student loses their ID card and has to pay for a new ID. I also take photos and print new ID cards any new students that we have enroll during the school year. When students are wearing an ID around their neck during school hours in a visible manner, it assures for a more safe campus environment. Any visitors have are scanned at entry in the front office and given a name badge. This prevents unwanted or potential dangerous individuals/visitors from wandering the halls. Our students have the proper ID cards and visitors have official visitor pass from the front office. Employees have ID cards also. We should provide these new tools to our students so that they are prepared for new challenges" (Solomon, G., &amp; Schrum, L. 1). This technology keeps our students safe and secure while they are in the school environment.</p>		

### References

- Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). *School Leader Internship, Developing, Monitoring, and Evaluating Your Leadership Experience*. Parsippany, NJ: Eye on Education, p. 73
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	TF-VI.D	<u>Create Video About CyberBullying, Internet Safety and Netiquette</u> – Design and create a digital video instruction unit for student usage. This unit will teach students about copyrights, Cyber-Bullying, and how to communicate in the digital world.	05-01-11 Campus Administrators, Teachers	15 hours

Reflection:

Self Assessment: According to Standard VI Social, Ethical, Legal, and Human Issues TF-VI.D, I helped design and create a unit for student use with a digital video instruction unit for student usage. This unit will teach students about copyrights, Cyber-Bullying, and how to communicate in the digital world. We utilize [www.learning.com](http://www.learning.com) for keyboarding needs and also for additional curriculum needs. Learning.com has videos pertaining to online and internet safety, cyber-bullying, and netiquette. I have combined some of their resources to create a digital video instruction unit for student usage. "Learning is now a 24 / 7 / 365 activity. As a result, we now have the opportunity to teach students to be lifelong learners and to create their own independent learning practice they can carry with them" (Richardson, W., 2007, p. 1).

Learn as a Learner: This can be utilized by the technology applications classes, career investigation classes, and any other class that frequently utilizes the computer labs. The after school tutorial classes and the ACE program can also have access to these units. All district students are input into Learning.com as they are enrolled in the district. These students can utilize the portions of keyboarding and also online curriculum that is available for usage. "Schools across the nation are beginning to address cyberbullying at the place where it usually begins, at home. Schools are educating parents to help stop cyberbullying and other online dangers. By giving parents tools and making them aware of what is going on, school officials believe they can slow the growth of cyberbullying" (Franek, M., 2008, p. 1). Our district adopted Learning.com that can be accessed by students and parents online at home.

Lifelong Learning Skills: This unit teaches students about copyrights, cyber-bullying, and how to safely communicate in the digital world. It is important that students be aware of the dangers that lurk in the online digital world. These units are designed and created with digital video instruction to create an active awareness for students to obtain a better understand of how to safely utilize the online and internet world. They have video presentations about cyber-bullying and proper netiquette. All of these units provide instruction and create an awareness for students when utilizing online sites and the internet. "Establish a shared vision for authentic, digital-age learning. Communicate with your school community, and beyond, about the value of students engaging in real-world learning" (Boss, S. & Krauss, J., 2007, p. 24).

References



	<p>Boss, S. &amp; Krauss, J., (2007). <i>Real Projects in a Digital World</i>. The Principal Leadership. P. 24.</p> <p>Franek, M. 2008. <i>Cyberbullying Part 3 What Schools Can Do</i>. Tech Learning.</p> <p>Retrieved on March 9 from <a href="http://www.techlearning.com/article/cyberbullying-part-3-what-schools-can-do/44925">http://www.techlearning.com/article/cyberbullying-part-3-what-schools-can-do/44925</a>, p. 1.</p> <p>Richardson, W. (2007). <i>The Online Edge – The Seven C’s of Learning</i>.</p> <p>Retrieved on October, 2010 from <a href="http://www.DistrictAdministration.com">www.DistrictAdministration.com</a>, p. 1.</p>		
TF-VI.E	<u>Computer Distribution and Resources Throughout Campus</u> – Technology distribution to ensure equitable access to technology for all students and teachers. Provide training as needed for these resources.	05-01-11  Campus Administrators	25 hours
	<p>Reflection:</p> <p><u>Self Assessment:</u> I am responsible for computer distribution and resources throughout the campus. I have to be aware of licensing for software. With our principal's approval, I distribute technology software/devices to ensure equitable access to technology for all students and teachers. I am responsible for providing training as needed for these resources. We have used new technologies that gave us the “opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods” (Rose, D., &amp; Meyer, A., 2002, p.11).</p> <p><u>Learn as a Learner:</u> Our district is on a rotation computer lease program for every three years. We lease the elementary campus computer for three years, the next year the middle school campuses lease for three years, and the next year the high schools lease computer for three years. This provides the campuses with new computers every three years and eliminates the lease of all the computers for the entire district at one time. I assist the company we least from with the removal of the old lease and assist with the installation of new computers. I also assist with letting district personnel at the information services department to be aware of what software needs to be added to our campus computers. This would be software that we utilize on an ongoing basis. . “The role of teachers will be to guide students in using the new tools for academically rigorous investigations and presentations. Which tools students choose to create with won’t matter. Teachers will be able to let students with specific learning styles use the tools</p>		

that address their particular needs. Students will be able to create a serious paper or video of robust content, great sophistication, and real depth” (Solomon, G., & Schrum, L., 2007, p. 14).

Lifelong Learning Skills: I also assist with necessary distribution of additional computers as per our principal. This would include necessary networking and wiring as required. I also assist with the printer installation as needed on the new lease computers. I also maintain an inventory list of lease computer so that these computers can be maintained on an inventory list by computer name. Computers can be worked on remotely by our techs at information services department by computer name. I also am responsible for replenishing printer supplies as necessary and any network printer sharing needs. I supply the teachers with network printer names so that they can also print to network printers as needed. I also assisted with the networking of our Xerox computer giving teachers sharing name information so that this information could be added to their computers for printing to network copiers as necessary. “It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies” (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73).

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		International Society for Technology in Education, p. 11, p. 21.	
<b>Subtotal</b>			100 hours

### Appendix G: Internship Field-based Activities Summary Report and Validation

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments	TF-VII.A	<u>Campus STaR Chart</u> – Complete campus STaR Chart with Technology current use and future usage goals.	12-01-10 Director Instructional Technology, Campus Administrators	10 hours
		<p>Reflection:</p> <p><u>Self Assessment:</u> I am responsible for completing the campus STaR chart containing current and future usage technology goals. According to the STaR Chart site, the Texas Teacher STaR Chart was designed with teachers in mind. The version of the chart has been updated to align with the new <i>Texas Long-Range Plan for Technology, 2006-2020</i>. “The only way to move forward effectively is to combine what they know about technology with what we know and require about education” (Edutopia, 2005, p. 4).</p> <p><u>Learn as a Learner:</u> Its purpose is to assist all classroom teachers in assessing needs and setting goals for the use of technology in the classroom to support student achievement. This tool is useful in fulfilling the requirements in <i>No Child Left Behind, Title II, Part D</i> that all teachers should be technology literate and integrate technology into content areas across the curriculum. The legislation also requires that all students should be technology literate by the time they leave the eighth grade. The chart focuses on the four areas of the new long range plan: <i>Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology</i>. “The role of teachers will be to guide students in using the new tools for academically rigorous investigations and presentations. Which tools students choose to create with won’t matter. Teachers will be able to let students with specific learning styles use the tools that address their particular needs” (Solomon, G., &amp; Schrum, L., 2007, p. 14).</p> <p><u>Lifelong Learning Skills:</u> In each area, there are levels of progress ranging from Early Tech to Target Tech. The goal for all Texas teachers is to reach the <i>Target Tech</i> level of the STaR Chart. The data from the first two areas feeds automatically into the electronic version of the Texas Campus STaR Chart. This feature provides valuable information to the campus principals when completing the campus chart. The data from the last two areas will be available to campus administrators, but aggregated at the state level and reported separately. Again, the Target Tech level is the goal for all campuses. I also assist with and provide professional development for campus staff on the STaR Charts. I assist all teachers on the completion of the STaR Charts each year. “By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate” (Williamson, J. &amp; Redish, R., 2009, p. 58).</p>		

		<p style="text-align: center;">References</p> <p>Prensky, M. (2005). <i>Adopt and Adapt: Shaping Tech for the Classroom</i>. Edutopia, p. 4.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 14. .</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 58.</p>		
	TF-VII.B	<u>STaR Chart Training and Support</u> – Provide professional development for campus staff on STaR Chart. Assist all teachers on completion of the STaR Charts.	12-01-10 Director Instructional Technology, Teachers	

## Reflection

Self Assessment: I am responsible for completing the campus STaR chart containing current and future usage technology goals. According to the STaR Chart site, the Texas Teacher STaR Chart was designed with teachers in mind. The version of the chart has been updated to align with the new *Texas Long-Range Plan for Technology, 2006-2020*. Its purpose is to assist all classroom teachers in assessing needs and setting goals for the use of technology in the classroom to support student achievement. "The only way to move forward effectively is to combine what they know about technology with what we know and require about education" (Edutopia, 2005, p. 4).

Learn as a Learner: This tool is useful in fulfilling the requirements in *No Child Left Behind, Title II, Part D* that all teachers should be technology literate and integrate technology into content areas across the curriculum. The legislation also requires that all students should be technology literate by the time they leave the eighth grade. The chart focuses on the four areas of the new long range plan: *Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology*. In each area, there are levels of progress ranging from Early Tech to Target Tech. "The role of teachers will be to guide students in using the new tools for academically rigorous investigations and presentations. Which tools students choose to create with won't matter. Teachers will be able to let students with specific learning styles use the tools that address their particular needs" (Solomon, G., & Schrum, L., 2007, p. 14).

Lifelong Learning Skills: The goal for all Texas teachers is to reach the *Target Tech* level of the STaR Chart. The data from the first two areas feeds automatically into the electronic version of the Texas Campus STaR Chart. This feature provides valuable information to the campus principals when completing the campus chart. The data from the last two areas will be available to campus administrators, but aggregated at the state level and reported separately. Again, the Target Tech level is the goal for all campuses. I also assist with and provide professional development for campus staff on the STaR Charts. I assist all teachers on the completion of the STaR Charts each year. "By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate" (Williamson, J. & Redish, R., 2009, p. 58).

		<p style="text-align: center;">References</p> <p>Prensky, M. (2005). <i>Adopt and Adapt: Shaping Tech for the Classroom</i>. Edutopia, p. 4.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 14. .</p> <p>Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 58.</p>		
		<u>TCEA Texas Computer Education Association</u> - Attend TCEA Conference to learn innovative methods to promote technology usage on local campus for professional development.	02-12-11 Director Information Services	
		<p>Reflection:</p> <p><u>Self Assessment</u>: I have been able to attend the TCEA Texas Computer Education Association conference in Austin for the past several years. This TCEA conference is helpful with workshops, training sessions, and vendor displays / information and allows attendees to learn innovative methods to promote technology usage on the local campus for professional development opportunities and classroom usage. "Web-based tools add the ability to communicate and collaborate with the world outside the classroom easily and at no cost beyond the technology. Thus, Web 2.0 tools are part of a paradigm shift in leaning. Rather than delivering information from textbooks and teachers' resources, the new approach harnesses the technologies that students use outside of school to engage them in finding and analyzing resources themselves" (Solomon, G., &amp; Schrum, L., 2007, p. 51).</p> <p><u>Learn as a Learner</u>: The Texas Computer Education Association is devoted to promoting technology in the classrooms for educational purposes. At the conference, there are so many resources available to technology coordinators and educators. There are opportunities to attend training sessions and workshops that enable the participants to learn about innovative methods to utilize technology in the classrooms and on the campus. There are also software resources available to attendees. "The only way to move forward effectively is to combine what they know about technology with what we know and require about education" (Edutopia, 2005, p. 4).</p>		

Lifelong Learning Skills: When attending the conference, I have had the opportunity to learn about new and innovative software that I could introduce to our administrators and teachers. Many times there are opportunities for trial and software give-away opportunities that can educate on the innovative uses of various types of technology tools. "Establish a shared vision for authentic, digital-age learning. Communicate with your school community, and beyond, about the value of students engaging in real-world learning" (Boss, S. & Krauss, J., 2007, p. 24). At TCEA, there are techniques taught about how the use innovative technology in the classroom to engage in real-world learning experiences.

#### References

Boss, S. & Krauss, J., (2007). *Real Projects in a Digital World*. The Principial Leadership. P. 24.

Prensky, M. (2005). *Adopt and Adapt: Shaping Tech for the Classroom*. Edutopia, p. 4.

Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 3.

**Subtotal**



**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VIII. Leadership and Vision	TF-VIII.A	<p><u>Create and Develop Diagram/Map of Campus Network Connections</u> – Create Diagram / Map of Hub Boxes and classroom network connections to provide easier access for technicians. This will assist in better maintaining Wide area networks (WAN).</p>	10-11-11 Information Services Technicians	
		<p>Reflection:</p> <p><u>Self Assessment:</u> I have been able to create and develop a diagram and map of the campus network connections. This diagram and map of the hub boxes with classroom network connections provides and easier access for the technicians when it is necessary that they come to repair or install equipment. “It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies” (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73). It takes everyone and all departments working together to make sure that the lines of communication and the networks of technology are up and running for campus use.</p> <p><u>Learn as a Learner:</u> This process assists in better maintaining the wide area networks (WAN). Our server is located virtually at the administration building but we have various hub boxes located around our campus that connect the computers on our campus to the network access. We also have wireless access points located around our building for use by our administrators and other staff when utilizing their iPads and other wireless devices. “The changing nature of information and the new ways our students understand and make sense of the world signal that we need new strategies and new tools for teaching and learning. With these tools, people are changing the way that the real world works-business practices as well as social activities” (Solomon, G., &amp; Schrum, L. 1.)</p> <p><u>Lifelong Learning Skills:</u> As a district technology liaison, it is important to have an ongoing knowledge of where the network connections are located on our campus and which computers are connected in the various hub connection locations. This enables the necessary connections to be made as required when connecting or reconnecting network connections. Keeping the network connected and troubleshooting is part of the technology liaison’s job. Sometimes computers lose their network connection due to a cable issue or other problem. If it is something that I can repair on a locally, I do this quickly. Sometimes the issue requires further attention and a work order needs to be placed for an information services technician to be called out to look into the problem. “By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate” (Williamson, J. &amp; Redish, R., 2009, p. 58).</p>		

		<p style="text-align: center;">References</p> <p>Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). School Leader Internship, Developing, Monitoring, and Evaluating Your Leadership Experience. Parsippany, NJ: Eye on Education, p. 72 – 104.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 3. .</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 21.</p>		
	TF-VIII.B	<u>Create a List of Helpful Sites and Resources for Teachers</u> – Provide and develop a list of helpful sites and resources for teachers. This allows teachers to collaborate and to develop an awareness of current trends and usage of educational technology.	11-15-11 Teachers	

Reflection:

**Self Assessment:** I have created a list of helpful sites and resources for teachers. This provides a list of helpful site and resources for teachers and allows teacher to collaborate to develop an awareness of current trends and usage of education technology. Some of these sites may be used in the library and I also have included a list of helpful sites for some of the newly acquired equipment that we have on campus to assist teachers with resource items that the teachers may use on an ongoing basis. The tools we use are the core of Pitler's statement, "web-enabled collaborative learning has evolved dramatically from its initial use as a simple way for students to look up information together on Web sites" (Pitler, 2007, p.144).

**Learn as a Learner:** Some of the sites are as follows:

**Renaissance Learning Site:** <http://www.renlearn.com/neo/downloads/> and <http://www.renlearn.com/neo/NEO2/default.aspx>

**Hitachi Star Board – Interactive White Boards Site:** [http://www.hitachisolutions-us.com/starboard/support/starboard\\_download.shtml](http://www.hitachisolutions-us.com/starboard/support/starboard_download.shtml)

**READ 180 Support Site:** <http://www.scholastic.com/teachers/>

**Accelerated Reader Site:** <http://www.renlearn.com/ar/overview/>

**Elmo Document Camera / Clicker Support:** <http://www.elmoussa.com/support>

**Troxell - We are Teachers Site:** <http://www.weareteachers.com/partners/troxell>

**Eduphoria -**

[http://clint.schoolobjects.com/eduphoria\\_webcontrols/Login.aspx?ReturnUrl=%2feduphoria\\_webcontrols%2fApplications.aspx](http://clint.schoolobjects.com/eduphoria_webcontrols/Login.aspx?ReturnUrl=%2feduphoria_webcontrols%2fApplications.aspx)

<http://www.africanamericanhistorymonth.gov/>, [www.extrareading.com](http://www.extrareading.com),  
<http://storytimeforme.com/>, <http://www.brainpop.com/games/>, <http://freshbrain.org/>,  
<http://www.gnowledge.org/>, <http://search.eb.com/blackhistory>,  
<http://www.ibiblio.org/ia/president/pressites/PresidentS-list2.html>,  
<http://www.surfnetkids.com/reagan.htm>, <http://www.siec.k12.in.us/~west/proj/lincoln/index.html>,  
<http://www.surfnetkids.com/washing.htm>, <http://www.usmint.gov/kids/games/presidentialPortraits/>,  
<http://www.nationalgeographic.com/features/96/whitehouse/whhome.html>,  
<http://www.pbs.org/wgbh/amex/presidents/>,  
<http://www2.scholastic.com/browse/collection.jsp?id=398>, <http://sunsite.univie.ac.at/Mozart/dice>  
<http://www.childrensmusic.org>, <http://www.stringsmusicfestival.com/m2m/index-old.html>,  
<http://www.mozartproject.org>, <http://sln.fi.edu/biosci/heart.html>,  
<http://www.americanheart.org/presenter.jhtml?identifier=3028650>, <http://www.dltk-holidays.com/valentines/>, <http://www.allfreecrafts.com/valentine/>,  
[http://www.pbs.org/safarchive/4\\_class/45\\_pguides/pguide\\_701/4571\\_idx.html](http://www.pbs.org/safarchive/4_class/45_pguides/pguide_701/4571_idx.html),  
<http://www.uspto.gov/go/kids/>, [http://www.colitz.com/site/wacky\\_new.html](http://www.colitz.com/site/wacky_new.html),  
<http://invention.smithsonian.org/centerpieces/>, <http://sat.collegeboard.com/register/sat-dates>,  
[http://www.sheppardsoftware.com/web\\_games\\_vocab.htm](http://www.sheppardsoftware.com/web_games_vocab.htm),  
<http://www.vocabulary.com/AOLtopsatsatwords12.html>, [http://www.saab.org/saab\\_org.cgi](http://www.saab.org/saab_org.cgi),  
<http://www.educationworld.com/holidays/archives/february.shtml#groundhog>,  
<http://www.groundhog.org/teachers/>, [http://www.frankwbaker.com/super\\_bowl.htm](http://www.frankwbaker.com/super_bowl.htm),  
<http://www.teachingheart.net/football.htm>, <http://www.theteacherscorner.net/seasonal/super->

[bowl/index.htm](#). <http://www.nflrush.com/health/>. [http://www.practicalmoneyskills.com/english/at\\_school/trainingcamp/](http://www.practicalmoneyskills.com/english/at_school/trainingcamp/).

“By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate. Pursuing this strategic direction is especially important as educators respond to the evolving needs of K-12 students and other community stakeholders” (Williamson, J. & Redish, R., 2009, p. 58). We should encourage our students to utilize resources, internet sites, and tools that can benefit them in meaningful ways.

#### Lifelong Learning Skills:

Hopefully with resources, we will be able to purchase some of the electronic media devices such as the Kindles for student reading devices in the library. “Students are expected to use technology in meaningful ways, for example, to help them investigate or present their learning. Teachers offer resources so that students can explore and develop content purposefully and creatively. Students engage in activities that are valued in the real world, manage their own tasks and time, work as part of a team, and communicate with adults and experts. They drive the accumulation of content knowledge and thus remember what they learn” (Solomon, G., & Schrum, L. 33). These sites provide helpful resources for support, curriculum, and information that might be provide assistance to teachers.

#### References

- Pitler, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). *Using technology with classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development, 144.
- Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 33. .
- Williamson, J.& Redish, T. (2009). Williamson, J. & Redish, T. (2009). *Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do*. Eugene, OR: International Society for Technology in Education, p. 11, p. 21.

	TF-VIII.C	<u>Support Partnership with Entre' and Computer Lease Program</u> – Continue support and collaboration with Entre' in the computer lease program which provides technology integration with in the campus and district-wide.	8-15-10	
		<p>Reflection:</p> <p><u>Self Assessment:</u> I have the responsibility of supporting the partnership with Entre' and the computer lease program. I need to continue to support the collaboration with Entre' in the computer lease program which provides technology integration within the campus and district-wide. Our district is on a rotation computer lease program for every three years. We lease the elementary campus computer for three years, the next year the middle school campuses lease for three years, and the next year the high schools lease computer for three years. This provides the campuses with new computers every three years and eliminates the lease of all the computers for the entire district at one time. "It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies" (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73).</p> <p><u>Learn as a Learner:</u> I assist the company we least from with the removal of the old lease and assist with the installation of new computers. I also assist with letting district personnel at the information services department to be aware of what software needs to be added to our campus computers. This would be software that we utilize on an ongoing basis. I also assist with necessary distribution of additional computers as per our principal. This would include necessary networking and wiring as required. I also assist with the printer installation as needed on the new lease computers. I also maintain an inventory list of lease computer so that these computers can be maintained on an inventory list by computer name. We should provide these new tools to our students so that they are prepared for new challenges" (Solomon, G., &amp; Schrum, L. 1). This technology keeps our students safe and secure while they are in the school environment</p> <p><u>Lifelong Learning Skills:</u> Computers can be worked on remotely by our techs at information services department by computer name. I also am responsible for replenishing printer supplies as necessary and any network printer sharing needs. I supply the teachers with network printer names so that they can also print to network printers as needed. I also assisted with the networking of our Xerox computer giving teachers sharing name information so that this information could be added to their computers for printing to network copiers as necessary. "By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate. Pursuing this strategic direction is especially important as educators respond to the evolving needs of K-12 students and other community stakeholders" (Williamson, J. &amp; Redish, R., 2009, p. 58). We should encourage our students to utilize resources, internet sites, and tools that can benefit them in meaningful ways.</p>		

TF-VIII.D	References		
	<p>Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). School Leader Internship, Developing, Monitoring, and Evaluating Your Leadership Experience. Parsippany, NJ: Eye on Education, p. 72 – 104.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 3.</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 21.</p>		
	Maintain Campus Data Scanners – Data Scanners provide an evaluation instrument to be utilized by teachers to provide them with student test data analysis. This data drives them to be able to use technology to analyze and evaluate which skills to re-teach.	11-15-11 District Technology	
<p>Reflection:</p> <p><u>Self Assessment:</u> We are currently using Eduphoria for benchmarking purposes. It is new this year and we have loaded additional scanner/printers and updated the Eduphoria software for easier usage for the teachers. This will also for more effective data analysis and benchmarking purposes. We should provide these new tools to our students so that they are prepared for new challenges” (Solomon, G., &amp; Schrum, L. 1). This technology keeps our students safe and secure while they are in the school environment.</p> <p><u>Learn as a Learner:</u> Eduphoria allows for one place for teacher planning and assessment. Some of the features that I assist teachers with is being able to analyze previous TAKS data in a rich, interactive grid, create and share custom data views to focus on important issues for the campus and district, develop easy to use benchmark tests, print answer documents on plain paper and scan with scanners, analyze TAKS data in a rich, interactive grid, create and share custom data views to focus on import issues, develop easy to administer benchmark tests, create a district bank of benchmark questions, analyze the impact of your scope and sequence, build student personal graduation plans, secure student forms for almost any purpose, create views of data for easy publishing to staff members, generate graphs automatically as you are working with the data, and connect external data for analysis. “It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies” (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73).</p>			

		<p><u>Lifelong Learning Skills:</u> Teachers have the ability to align curriculum, activities and instruction to the TEKS and TAKS objectives all within an easy to use lesson planner. The district scope and sequence is always visible in the planner. I have assisted teachers with their log on information and also assisted in giving them information about logging on at school or at home because Eduphoria is a web based program. “By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate. Pursuing this strategic direction is especially important as educators respond to the evolving needs of K-12 students and other community stakeholders” (Williamson, J. &amp; Redish, R., 2009, p. 58). We should encourage our students to utilize resources, internet sites, and tools that can benefit them in meaningful ways.</p> <p style="text-align: center;">References</p> <p>Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). School Leader Internship, Developing, Monitoring, and Evaluating Your Leadership Experience. Parsippany, NJ: Eye on Education, p. 72 – 104.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0 New Tools, New Schools</i>. Eugene, Oregon: ISTE, p. 3.</p> <p>Williamson, Jo and Redish, Traci. (2009). Williamson, J. &amp; Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 21.</p>			
	TF-VIII.E	<table border="1"> <tr> <td data-bbox="285 1430 1062 1665">Install Printers and Maintain Updates for Eduphoria – Eduphoria in combination with the Brother Scanners, allow teachers to print the scanning documents and help to create the data analysis for the data driven process to analyze and evaluate students test data. Also connect teacher computers to network copier for assistance in printing documents for CScope.</td><td data-bbox="1062 1430 1305 1665">11-15-11 District Technology</td><td data-bbox="1305 1430 1497 1665"></td></tr> </table>	Install Printers and Maintain Updates for Eduphoria – Eduphoria in combination with the Brother Scanners, allow teachers to print the scanning documents and help to create the data analysis for the data driven process to analyze and evaluate students test data. Also connect teacher computers to network copier for assistance in printing documents for CScope.	11-15-11 District Technology	
Install Printers and Maintain Updates for Eduphoria – Eduphoria in combination with the Brother Scanners, allow teachers to print the scanning documents and help to create the data analysis for the data driven process to analyze and evaluate students test data. Also connect teacher computers to network copier for assistance in printing documents for CScope.	11-15-11 District Technology				

## Reflection:

Self Assessment: Provide CScope assistance as necessary. Assist teachers in the CScope lesson plans form and printing lesson plans for weekly distribution to administrators. [http://beaumont.nerdeveloper.net/login.cfm?err\\_code=2](http://beaumont.nerdeveloper.net/login.cfm?err_code=2) : “Finding better methods to achieve and maintain technology competency is an ongoing pursuit for technology facilitators and leaders” ((Williamson, J. & Redish, R., 2009, p. 21).

Learn as a Learner: CScope is a K-12 systemic model in the four core content areas. It has a common language, structure, and process for curriculum presentation. It contains innovative technology ideas and methods for integrating this technology into the curriculum. It contains aligned, written, tested curriculum that can be used effectively for teaching the Texas essential knowledge and skills. Every district employee from the school board, the administrators, the teachers, and all support staff needs to have an understanding of the district goals and policies so that we can all be promoters of working toward a positive district image and successful education of our district students. “As educational leaders, we should understand changes in the Web and how they reflect changes in the world around us. We should provide these new tools to our students so that they are prepared for new challenges: (Solomon, G., & Schrum, p. 3).

Lifelong Learning Skills: It contains the district resources and adds these to the CScope curriculum including charts, maps, images, activities, lessons, and other helpful resources. It also contains instructional plans that allow district resources to be integrated into the system and contains lesson that can be in both English and Spanish. Its purpose is to assist all classroom teachers in assessing needs and setting goals for the use of technology in the classroom to support student achievement. “The only way to move forward effectively is to combine what they know about technology with what we know and require about education” (Edutopia, 2005, p. 4).

## References

Edutopia, 2009. *Technology Combined With Good Teaching Leads to Success*. Retrieved March 4, 2012, from <http://www.edutopia.org/interactive-whiteboards-technology-success>, p. 5.

Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 3. .

Williamson, Jo and Redish, Traci. (2009). Williamson, J. & Redish, T. (2009). *Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do*. Eugene, OR: International Society for Technology in Education, p.



	11, p. 21
<b>Subtotal</b>	
<b>TOTAL</b>	

Name: Randal Maxwell Title: Principal  
(Please Print)

Signature: Thomaxwell Date: 3/29/2012

**Appendix G: Internship Field-based Activities Summary Report and Validation****Lamar University – M.Ed. in Educational Technology Leadership****Field-based Activities Summary Report and Validation: Reflection Guidelines**

**Instructions:** You are required to reflect on each of your field-based activities by completing a reflection that should contain a minimum of 250 words. These reflections will be used to assist you in completing Week 5 of your EDLD 5388/5370 Internship comprehensive exam/final report. Students should use the guidelines below to reflect on each of their field-based activities citing textbook references as well as three additional references when writing each reflection.

Reflections allow you to analyze on the knowledge you gained from the Internship activity and the associated Standard/Indicator associated with the activity as well as how the activity helped you master the Standard/Indicator. The act of reflection is influenced by constructivist theory. In essence, it is a way of thinking that allows you to make adjustments to your beliefs or concepts, to learn from your or other's mistakes, to recognize progress you think you have made, and/or to identify needed changes in attitude, disposition, decision-making, actions, or behaviors.

Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of three references.

**Self –Assessment**

1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the activity.
2. Critically reflect upon the relationship between any new information you gained from the activity with old information you previously held to be true.
3. How did the relationship between the old and new information you learned affect your personal experience with the activity?

**Learn as a Learner**

1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the activity.
2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the activity.
3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance?

**Lifelong Learning Skills**

1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning.

2. How will your past interactions and collaborations with colleagues impact your future learning experiences?
3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation?

**Additional Criteria**

1. Field-based Activities Summary Report posted monthly to e-Portfolio wiki/blog/Google site
2. Mechanics
3. APA Format
4. Minimum of 3 References

Wiki Name	Wiki URL
Wikitrendz	<a href="https://wikitrendz.wikispaces.com/EDLD+5398++Internship+in+Administration">https://wikitrendz.wikispaces.com/EDLD+5398++Internship+in+Administration</a>

**Reflection**

“Expertise comes from the combination of action and reflection” (Martin et al., 2005, p. 104). “Expertise is gained as one learns to adjust the performance based on the factors and one’s experiences with them. Learning from one’s prior actions (and mistakes) is basic to the development of expertise” (Martin et al., 2005, p. 104). After having an opportunity to take the NETS-A Self Assessment, I can now create a list of strengths and areas needing further study and practice of the National Educational Technology Standards for Administrators.

As described in our text, School Leader Internship Developing, Monitoring and Evaluating Your Leadership Experience, twelve major skills are provided which help guide us for excellent leadership development.

During our EDLD 5306 Course, Teaching with Technology we prepared our Internship Plan template. After careful evaluation, I have made eight necessary changes and alterations to my original plan to help serve as guidelines for development of my leadership and administrative skills. These items will help to build my field based experience and activities in meeting the eight ISTE Technology Facilitator Standards.

During the Lamar Educational Technology Leadership Program, I have completed all of the technology leadership activities that were outlined in my original internship plan. My site supervisor reviewed these activities in November, 2010 and we looked forward to my completion of these activities. This would allow me to have a better understanding of the technology operations and concepts associated with the performance indicators and the ISTE technology facilitation standards. When reflecting on these field-based experiences and activities, I have to say that I gained the most leadership experience when developing a professional development in-service for our campus teachers to train them and help them better utilize the Star Boards in their classrooms. This allowed for the planning, modeling, collaborating, problem solving, guiding, and facilitating to make the Star Boards a curriculum assistance tool that our teachers could easily adapt to. During the training they had the opportunity to cross over into various areas of the curriculum working with tools that could assist them in their classroom instruction. I probably learned much more about myself as a leader than the teachers during this professional development preparation and training. We allowed the teachers to complete a survey monkey evaluation at the end of the professional development training. This gave me an opportunity to reflect on the training day and by utilizing the teachers' comments, I could take advantage of this input to also reflect using their suggestions to create a more advantageous training for the next professional development session. It is necessary to develop more as a good leader when you take time to reflect and

inquire about the project, learn from others' input, and make adjustments for the next leadership opportunity.

I feel we learn by doing and by reflection. As a lifelong learner, we continue to learn, make adjustments, reflecting critically as we go and then adapting to make us better leaders and administrators. It takes reflection, practice, and continuous learning and adaption to make us successful and the best that we can be.

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